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95

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two student questionnaires for populations I, II, IV surveying general information; and two attitude and descriptive scales for populations I, II, IV surveying what students think about themselves and the schools they attend. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, students enrolled in the final year of pre-university training. (RC)

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
 IEA/M2 Manual for School Coordinators
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
 IEA/M2/Stage 3 Manual for School Coordinators
 IEA/M3/Stage 3 Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
 Q = Questionnaire (student)
 T = Teacher questionnaire
 S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Student Questionnaire

Data Bank Instrument Number Q13G

IEA/M3/Stage 3

Pop II, p. 19

The questions in the next section of the test are about you and what you do. Answer them as accurately as you can. If you have any difficulty about understanding what is wanted by a particular question, please ask me. You should be able to answer all the questions within 15 minutes. Now open your test booklet and begin Section 2.

Help may be given to any student who appears to be in difficulty. It will be appreciated that the information requested in this section should be as accurate as possible and every assistance should be given to attain this end. Please ensure, as far as possible, that every student has given a response to every question.

Note that the open-ended variables were to be coded by the national centers. In addition, for those variables whose names are not composed of the instrument number and item number, the name used in the Data Bank Manuals appears to the left of the item, in brackets. These names were added by the Data Bank Team, and are not a part of the original instrument.

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Section 2: GENERAL STUDENT QUESTIONNAIRECountryDirections:

Please answer all of the following questions as best you can. If you have difficulty in understanding any question, raise your hand and ask your teacher for help.

1. Name of your school _____

Target PopulationStudent NumberIEA Card Type CodeType of Card[AGE]

2. How old are you? _____ years _____ months

[GRADE]

3. What is your grade in school? _____ grade

[FOCC]

4. Please write your father's occupation _____

(If your father is dead, give your guardian's occupation, or, if you do not have a guardian, give your father's occupation before he died.)

On the lines below, describe his occupation as clearly as you can. Please state the duties he performs and for whom he works. For example, if he is a "salesman", tell what he sells and where he works.

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[FLANG]

5. What language did your father speak as a boy?
- | | |
|----------------------|-------------------|
| A. (native language) | C. English |
| B. French | D. other language |

[MLANG]

6. What language did your mother speak as a girl?
- | | |
|----------------------|-------------------|
| A. (native language) | C. English |
| B. French | D. other language |

7. What language(s) is usually spoken in your home by you and your parents? (If you speak more than one language in the home, indicate first the name of the language most frequently used, second the name of the second most frequently used language.)

[HOMLG1]

First language:

- A. (native language)
B. French
C. English
D. other language

[HOMLG2]

Second language:

- A. (native language)
B. French
C. English
D. other language

[SSEX]

8. Sex (check one)

Boy _____

Girl _____

9. How many students are there in your class?

Less than 15 _____ (check one)

15-24 _____

25-34 _____

35-44 _____

45 or more _____

10. About how many hours of homework do you do for all subjects each week? (check one)

I do not do any homework _____

Less than 2 hours _____

Between 2 and 5 hours _____

Between 5 and 10 hours _____

More than 10 hours _____

11. Where do you usually do your homework? (check one)

In a room where the rest of the family talk, watch TV, etc. _____

In a room that is usually quiet, although people are there. _____

In a room by myself. _____

I do my homework at school. _____

I never have homework. _____

12. Do you usually have a fixed time for doing your homework? (check one)

Yes _____

No _____

13. How often does your mother or father help you with your homework? (check one)

Often (at least once a week) _____

Occasionally (once or twice a month) _____

Hardly ever or never _____

14. When you talk at home, do your parents (check one)

always or almost always insist that you speak correctly? _____

sometimes insist that you speak correctly? _____

let you speak how you please? _____

15. When you do your homework, do you ever check anything you have written? (check one)

always or almost always check your spelling? _____

once in a while check your spelling? _____

never or never check your spelling? _____

16. How often do you use a (any) dictionary used by any of your family? (check one)

often _____

Occasionally _____

Never, or do not have one _____

17. In your spare time at home, do your parents:
(not including comics) (check one)
- encourage you to read as much as possible? _____
- sometimes suggest you read? _____
- do not mind if you never read? _____
18. When you get home from school, do your parents:
(check one)
- always or almost always want to know how you have done? _____
- sometimes inquire about your school work? _____
- rarely ask you about school? _____
19. Does your family receive a daily newspaper?
(check one)
- Yes _____
- No, but I read the paper every day _____
- No, and I never read one _____
20. How many hours do you usually watch TV on a school day? (Do not include programs?)
- Less than 1 hour _____
- Between 1 and 2 hours _____
- Between 2 and 3 hours _____
- Between 3 and 4 hours _____
- More than 4 hours _____
21. About how many books or papers are there in your home?
(Do not count comics or magazines) (check one)
- None _____
- 1 - 10 _____
- 11 - 25 _____
- 26 - 50 _____
- 51 or more _____

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22. About how many hours did you spend reading just for your own pleasure during last week? (Not including comics) (check one)

0 hours _____

≤ 1 hour _____

> 1 ≤ 2 hours _____

> 2 ≤ 3 hours _____

More than 3 hours _____

23. How many brothers and sisters have you? (check one)

0 _____

1 _____

2 _____

3 _____

4 or more _____

24. In your opinion, who is the best? (check one)

the boy who is _____

the girl who is _____

the young's child _____

somebody in the _____

middle with the boy _____

or sisters _____

younger child _____

25. Do you find the story of France easy or hard as compared with your other subjects? (check one)

I am not studying French. _____

Very easy _____

Easy _____

Hard _____

Very hard _____

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Listed below are a number of subjects studied in school. Indicate for each subject listed, either that you have never studied it, or, if you have or are doing so now, the extent to which you like or dislike it.

(National Centers see accompanying notes for preparation of subject list.)

| Code No. | Subject | A. Have never studied this sub- ject. | B. One of my favorite subjects. | C. Have generally liked this subject. | D. Have generally disliked this subject. | E. One of the sub- jects I have liked least in school. |
|----------|---------|--|---|--|---|--|
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| 51 | | | | | | |

National Centers to enter in 2. Subjects listed.

ACCOMPANYING NOTES**General Student Questionnaire, Population I**

Note: Please ensure that when preparing national versions of this questionnaire the language used is appropriate for 10 year old students.

School and Student Code Numbers. These are to be developed by the National Centers. The range for both school and student numbers is 001 - 999.

Q.2 Age of Student. This question should be asked in the way normally used in the country but will be coded in months; e.g. a student who is 10 years 2 months will be coded 122.

Q.3 Grade in School. The intent of the questions is to get at the year in the school system in which the student is now enrolled. Counting after Kindergarten level, this code indicates the grade or year of the school system in which the student is enrolled.

Q.4 Father's Occupation. (International Unscaled Variable). National Centers should develop a set of up to nine categories which will cover the range of possible occupations in their country. The categories should be arranged such that the highest category is 9 and the lowest 1.

Categories 9, 8 and 7 should be used for professional and managerial occupations.

Categories 6, 5 and 4 for skilled workers' occupations.

Categories 3, 2 and 1 for unskilled workers' occupations.

Category 0 should be used as an "unclassified" category (including unknown).

The example of how to pose the question given in the questionnaire is illustrative only. National Centers may use any procedure they wish provided that the information is collected such that it can be coded into the above categories.

(See the General Notes for further explanations of unscaled variables)

The following guidelines concerning student responses to this question should be indicated by National Centers in the appropriate place in Manual 3.

1. If the father is dead, unemployed or retired, his occupation before he died, became unemployed or retired should be entered.

2. If, however, the father is dead, but there is now a male guardian in the home, the occupation of the male guardian should be given.

Q.5-7. Language of Parents and Language of Home. The coding of these items will vary from country to country. The code of "a" will be given to the native language of the country of the National Center, e.g., in Chile code "a" will be Spanish, in England, English will be "a", etc. A code of "b" will be assigned to a person whose native language is French. A code of "c" will be assigned to a person whose native language is English. Code "d" will be any other language. If the native language of the country is French or English, then either "b" or "c" will be redundant. If this is the case, then another named language should be substituted for "b" or "c". The National Center will probably want to pick the language other than the native language which is most commonly spoken in that country, e.g., the United States would put Spanish for "c" since English is choice "a". Please inform IEA International of what code is used.

Q. 16. Dictionary. The intent of this question is to discover the extent to which a Mother Tongue dictionary is used at home by any member of the family.

Q.19. Daily Newspaper. In the pre-testing, confusion arose over this question because of Sunday newspapers. The aim of the question is to discover whether or not there is a regular flow of newspapers into the house. Therefore, newspapers received only once a week should be discounted.

Q.26-51. Subject List. We are not interested in getting detailed reactions to all school subjects including subjects peripheral to IEA's main subject interest in this phase. Thus where you think sufficient space has not been allowed in questions 26 to 51, it is legitimate to group homogeneous subjects together.

Please prepare a list to suit your own school system based on the following subject list. Only where there are courses within one subject area with different content should they be listed separately. For example, if only one type of Mother Tongue course is likely to be taken by the students, then list this as Q.26. Q.27 would then be the next subject on the list (foreign language, if this is taught). If on the other hand, the Mother Tongue is taught as two separate subjects, namely language and literature, then Q.26 should be language and Q.27 literature, and so on. The following list is comprehensive, and it is not expected that all the items will be used. In preparation of your own subject lists, please maintain the same general order. Then please send a copy of your list with their respective question numbers to IEA International.

- 01 Mother Tongue (a)
- 02 Mother Tongue (b)
- 03 Mother Tongue Literature (a)
- 04 Mother Tongue Literature (b)
- 05 French - Foreign Language (a)
- 06 French - Foreign Language (b)
- 07 English - Foreign Language (a)
- 08 English - Foreign Language (b)
- 09 Other Foreign Language (a)
- 10 Other Foreign Language (b)
- 11 General Science
- 12 Biology
- 13 Chemistry
- 14 Physics
- 15 Other Science
- 16 General Social Studies
- 17 History
- 18 Geography
- 19 Political Science
- 20 Other Social Studies (Civic Education)
- 21 Arithmetic
- 22 Mathematics (a)
- 23 Mathematics (b)
- 24 Mathematics (c)
- 25 Other Academic Subject
- 26 Other Academic Subject

QUESTIONNAIRESGENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers **transmit copies of their classificatory schemes to IEA International.**

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7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

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- | | |
|--------------|---|
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| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Student Questionnaire

Data Bank Instrument Number Q63G

IEA/M3/Stage 3

Pop II, p. 43-44

Pop IV, p. 41-42

The questions in Section 2 are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section 2 are to be written directly in the test booklet. Please answer the questions on the first page of Section 2 now.

After the students have completed the questions on the first page, say:
Now that you have completed the questions on the first page of this section, tear this page out of the booklet and place it in the small envelope with the answer cards.

Pause to let all students do this. Make sure that only the first page is torn off and placed in the envelope. After the students have had time to do this, say:

Now you will go on to answer the rest of the questions in Section 2.

Answers to these questions will be marked on your answer card in Section

G. There are 48 questions in this section. When you have finished questions 1-22, turn over the card and continue with questions 23-48 on the other side.

If the spaces allocated for the list of school subjects is greater than the National Center is using, then an instruction will have to be given indicating that there will be X rows of ovals to be left blank at the end of the section.

Are there any questions?

Answer any questions, then say:

Remember, if there are any questions which you do not understand in this section, raise your hand and I will help you. You may begin.

Note that the open-ended variables were to be coded by the national centers. In addition, for those variables whose names are not composed of the instrument number and item number, the name used in the Data Bank Manuals appears to the left of the item, in brackets. These names were added by the Data Bank Team, and are not a part of the original instrument.

Booklets 41 and 53

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Section 2: GENERAL STUDENT QUESTIONNAIRE

Please answer all of the following questions as best you can. If you have difficulty in understanding any question, raise your hand and ask your teacher for help.

[AGE]

A. How old are you? _____ years _____ months

[GRADE]

GR. What is your grade in school? _____ grade

[FOCC]

O1. Please write your father's occupation. _____

(If your father is dead, give your guardian's occupation, or, if you do not have a guardian, give your father's occupation before he died.)

On the lines below, describe his occupation as clearly as you can. Please state the duties he performs and for whom he works. For example, if he is a "salesman", tell what he sells and where he works.

[EXPOCC]

O2. What occupation do you expect to enter after you have finished your schooling?

(Please describe this occupation as clearly as you can. State the specific duties of the occupation you expect to perform. For example, if you expect to be a "salesman", state what you expect to sell. Also state what type of organization you expect to work for. For example, if you expect to be a clerk, state whether you expect to work for a private firm, a governmental organization, etc.)

[TOP]

P. (National Center to ask question to determine the program or course of study in which the student is enrolled. See Accompanying Notes and General Notes.)

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Please answer the following questions on your answer card.

[FLANG]

1. What language did your father speak as a boy?

- A. (native language)
- B. French
- C. English
- D. other language

[MLANG]

2. What language did your mother speak as a girl?

- A. (native language)
- B. French
- C. English
- D. other language

3. What language(s) is usually spoken in your home by you and your parents? (If you speak more than one language in the home, indicate first the name of the language most frequently used, second the name of the second most frequently used language.)

[HOMLG1]

3X. First language:

- A. (native language)
- B. French
- C. English
- D. other language

[HOMLG2]

3Y. Second language:

- A. (native language)
- B. French
- C. English
- D. other language

Please answer the following questions on your answer card.

[SSEX]

4. Sex (indicate one)

- A. Boy
- B. Girl

[FED]

5. How many years of full-time education (including school, college, university, etc.) did your father receive? (indicate one)

- A. 0 years
- B. $>0 \leq 5$
- C. $>5 \leq 10$
- D. $>10 \leq 15$
- E. >15

[MED]

6. How many years of full-time education (including school, college, university, etc.) did your mother receive (indicate one)

- A. 0 years
- B. $>0 \leq 5$
- C. $>5 \leq 10$
- D. $>10 \leq 15$
- E. >15

[EXPED]

7. After this year, how many more years of full-time education do you expect to receive? (indicate one)

- A. 0 years
- B. ≤ 2
- C. $>2 \leq 5$
- D. $>5 \leq 8$
- E. >8

8. About how many hours of homework for all subjects do you do each week? (indicate one)

- A. $0 \leq 2$
- B. $>2 \leq 5$
- C. $>5 \leq 10$
- D. $>10 \leq 20$
- E. >20

9. Where do you usually do your homework? (indicate one)

- A. In a room where the rest of the family talk, watch TV, etc.
- B. In a room that is usually quiet, although people are there.
- C. In a room by myself.
- D. I do my homework at school.
- E. I never have homework.

10. Do you usually have a fixed time for doing your homework? (indicate one)

- A. Yes
- B. No
- C. I never have homework.

11. Does your mother or father help you with your homework?
(indicate one)
- A. Often (at least once a week)
 - B. Occasionally (at most once or twice a month)
 - C. Never
 - D. I never have homework.
12. When you talk at home, do your parents (indicate one)
- A. always or almost always insist that you speak correctly?
 - B. sometimes insist that you speak correctly?
 - C. let you speak how you please?
13. When you show your parents anything you have written, do they
(indicate one)
- A. always or almost always check your spelling?
 - B. sometimes check your spelling?
 - C. rarely or never check your spelling?
14. How often is a (Mother Tongue) dictionary used by anyone in your home? (indicate one)
- A. often
 - B. occasionally
 - C. never, or do not have one.
15. In your spare time at home, do your parents (excluding comics)
(indicate one)
- A. encourage you to read as much as possible?
 - B. sometimes suggest you read?
 - C. not mind if you never read?
16. When you get home from school, do your parents (indicate one)
- A. always or almost always want to know how you have done?
 - B. sometimes inquire about your school work?
 - C. never or hardly ever ask you about school?
17. Out of school hours, do your parents (indicate one)
- A. often encourage you to visit museums or concerts?
 - B. occasionally suggest you visit museums or concerts?
 - C. rarely or never suggest that you go to a museum or concert?

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18. About how many books are there in your home? (Do not count newspapers or magazines) (indicate one)
- A. none B. 1 - 10 C. 11 - 25
D. 26 - 50 E. 51 or more
19. About how many hours did you spend reading, just for your own pleasure, during the last week (excluding comics) (indicate one)
- A. 0 hours B. ≥ 1 hour C. $> 1 \leq 2$
D. $> 2 \leq 3$ E. > 3
20. Indicate about how many hours a week you usually spend listening to the radio or watching television.
- A. Between 0 and 5 hours
B. Between 5 and 10 hours
C. Between 10 and 20 hours
D. More than 20 hours
21. How many brothers and sisters have you? (indicate one)
- A. 0 B. 1 C. 2
D. 3 E. 4 or more
22. In your family are you (indicate one)
- A. the only child
B. the oldest child
C. the youngest child
D. somewhere in the middle with brothers or sisters older and younger than you.

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2:

Listed below are a number of subjects studied in school.
Indicate for each subject listed, either that you have never
studied it, or, if you have or are doing so now, the extent to
which you like or dislike it.

(National Centers see accompanying notes for preparation of
subject list.)

| Code No. | Subject | A. Have never studied this sub- ject | B. One of my favorite subjects | C. Have generally liked this subject | D. Have generally disliked this subject | E. One of the sub- jects I have liked least in school |
|-------------|---------|--|--|--|--|---|
| 23. | | A. | B. | C. | D. | E. |
| 24. | | A. | B. | C. | D. | E. |
| 25. | | A. | B. | C. | D. | E. |
| 26. | | A. | B. | C. | D. | E. |
| 27. | | A. | B. | C. | D. | E. |
| 28. | | A. | B. | C. | D. | E. |
| 29. | | A. | B. | C. | D. | E. |
| 30. | | A. | B. | C. | D. | E. |
| 31. | | A. | B. | C. | D. | E. |
| 32. | | A. | B. | C. | D. | E. |
| 33. | | A. | B. | C. | D. | E. |
| 34. | | A. | B. | C. | D. | E. |
| 35. | | A. | B. | C. | D. | E. |
| 36. | | A. | B. | C. | D. | E. |
| 37. | | A. | B. | C. | D. | E. |
| 38. | | A. | B. | C. | D. | E. |
| 39. | | A. | B. | C. | D. | E. |
| 40. | | A. | B. | C. | D. | E. |
| 41. | | A. | B. | C. | D. | E. |
| 42. | | A. | B. | C. | D. | E. |
| 43. | | A. | B. | C. | D. | E. |
| 44. | | A. | B. | C. | D. | E. |
| 45. | | A. | B. | C. | D. | E. |
| 46. | | A. | B. | C. | D. | E. |
| 47. | | A. | B. | C. | D. | E. |
| 48. | | A. | B. | C. | D. | E. |

National Centers to enter names of subjects here.

ACCOMPANYING NOTES

23

TEACHER QUESTIONNAIRE

Population of Teachers to whom Teacher Questionnaires should be given:

Population I

All classroom teachers in selected schools who are teaching students aged 10-11 or younger. In large schools, a sub-sample of this population can be taken. This sub-sample size should be at least 5 teachers per school. All selected teachers should be requested to complete the General Section of the questionnaire.

Depending on the subjects being tested in the country and the number of samples of schools being drawn (i.e., one sample for French, English and Civic Education, separate samples for each subject or some combination of this), the appropriate sections for the various subjects should be given.

Populations II and IV

Again depending on the subjects tested and the country's sampling design, the target population definition of teachers is as follows:

French teachers: all teachers who teach French in the school

English teachers: all teachers who teach English in the school

Civic Education teachers: all teachers who teach Civic Education and Social Studies in any of its branches (i.e., History, Geography, Sociology, Economics and Political Science).

All teachers will complete the general section and the relevant other section(s) according to what they teach. (Note: If a country has drawn more than one sample of schools, e.g., one sample for a foreign language and another for Civic Education, then Civic Education teachers in a school not testing in Civic Education should not complete the Civic Education section. Similarly, foreign language teachers in schools testing only in Civic Education should not complete the foreign language section.)

(Please refer to the note about the definition of Civic Education in the General Notes accompanying these questionnaires.)

Q.5 This is full-time training and such phenomena as 'Referendarzeit' in Germany should be included. The term 'excluding part-repetition of courses' refers to repeating a year in a higher education course. Thus, if it has taken a teacher 4 years to complete what is normally a 3 year course this should be recorded as 3 years.

Q.10 By general teachers' association or union is meant either regional or national association e.g., National Education Association, American Federation of Teachers, N.U.T. etc.

Q.25 The term 'printed drill material' includes both work books and other books which comprise primarily many routine exercises.

Q.36. This should be treated as an unscaled variable. National Centers should develop a set of up to ten categories which will cover the range of possible circumstances in their country. The categories should be arranged in order of their position in the academic hierarchy (if possible),

Category A will be "I have received no training at all".

Categories B,C and D should be used for institutions which do not give degrees.

Categories E, F and G should be used for institutions giving first degrees but not allowing for graduate study.

Categories H, I and J should be reserved for university type institutions.

See the General Notes for further explanation of unscaled variables.

French and English as a Foreign Language

Q.7 National Centers should fill in the name of their native language as option A.

Civic Education

All questions are international options.

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
 IEA/M2 Manual for School Coordinators
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
 IEA/M2/Stage 3 Manual for School Coordinators
 IEA/M3/Stage 3 Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
 Q = Questionnaire (student)
 T = Teacher questionnaire
 S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Attitude and Descriptive Scales

Data Bank Instrument Number Q13A

Follow the directions on the first page of Section 3 as I read them to you.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers. Mark your answers by putting a tick in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely. Now turn the page and begin.

Booklet 29

Section 3: GENERAL ATTITUDE AND DESCRIPTIVE SCALES

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

Mark your answer by putting a tick (✓) in the appropriate space on the test booklet. If you want to change an answer, be sure to erase the old mark completely.

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The items below are statements about the things you do and the things that happen in your school. Decide whether each one is generally true for you or for your school. If you agree with it, put a tick (✓) after A; if you disagree, tick B.

1. The most enjoyable part of my life is the time I spend in school.

A. Agree _____
B. Disagree _____

2. Students in this school rarely express opinions which differ from the teacher's.

A. Agree _____
B. Disagree _____

3. I generally dislike my school work.

A. Agree _____
B. Disagree _____

4. We are not allowed to sit in our classrooms during break.

A. Agree _____
B. Disagree _____

5. The teacher often make you feel small.

A. Agree _____
B. Disagree _____

6. There are many school subjects I don't like.

A. Agree _____
B. Disagree _____

7. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.

A. Agree _____
B. Disagree _____

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8. I want as much education as I can get.
- A. Agree _____
B. Disagree _____
9. The students decide for themselves where they will sit in the classroom.
- A. Agree _____
B. Disagree _____
10. I enjoy everything about school.
- A. Agree _____
B. Disagree _____
11. I find school challenging.
- A. Agree _____
B. Disagree _____
12. In our school good behaviour is more important than good grades.
- A. Agree _____
B. Disagree _____
13. School is not very enjoyable.
- A. Agree _____
B. Disagree _____
14. The teachers always seem to criticize our best ideas.
- A. Agree _____
B. Disagree _____
15. The only things I can look forward to in school are weekends and holidays.
- A. Agree _____
B. Disagree _____

16. Most teachers expect us to stand up when they come into the classroom.
- A. Agree _____
B. Disagree _____
17. We are allowed a free choice of some of the subjects we study.
- A. Agree _____
B. Disagree _____
18. Most of our teachers are very strict about homework.
- A. Agree _____
B. Disagree _____
19. The teachers do not usually punish a student who admits at the beginning of a lesson that he has not done his homework.
- A. Agree _____
B. Disagree _____
20. The only thing I like about going to school is the opportunity to meet my friends.
- A. Agree _____
B. Disagree _____
21. I hope eventually to study at a College or University.
- A. Agree _____
B. Disagree _____
22. There is a clear distinction made in our school between students who are lazy, and those who are less talented.
- A. Agree _____
B. Disagree _____

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23. I agree with people who say, "School days are the happiest days."

- A. Agree _____
B. Disagree _____

24. I would rather do more homework and spend less time at school.

- A. Agree _____
B. Disagree _____

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Notes for interpretation and translation

Item 1 The intent of this question is to discover whether the child prefers that part of the day which he spends in school to the time he spends elsewhere.

Item 2 This item attempts to investigate the pressure for conformity of ideas.

Item 3 "Work" here means academic work.

Item 4 Some National Centers do not like this item in its present form, but they are asked to include it if possible. It attempts to measure the extent to which the informal periods spent by the children in school are governed by rules and regulations. National Centers may, of course, substitute an alternative which will measure the existence of these rules.

Item 5 "Small" may be translated as "unimportant" and "insignificant." This item probes the emotional authority structure of the school.

Item 7 The intention of this item is to examine the existence of formal rules and discipline before the beginning of the academic school day. National Centers may substitute other equivalent behaviours.

Item 8 National Centers may wish to reword this question. The idea to be included is that of obtaining as much educational experience as possible.

Item 11 If the word "challenging" is difficult to translate, then "exciting" and "stimulating" are possible alternatives.

Item 12 "Good grades" may be translated as "high marks," "examination passes," or the like.

Item 14 "Criticize" should be taken in its negative (that is, destructive) sense.

Item 15 Substitute other breaks in the school routine if applicable.

Item 16 In countries where this question seems inappropriate, another may be substituted. The intention is to discover whether any formal mark of respect is paid to the teacher at the beginning of a class session.

Item 17 In countries where no students have this choice, it is suggested that an alternative statement be included, such as the following: "The students can choose special projects to work on in some of our classes."

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Item 18 If homework is not applicable, use some other phrase denoting work done by the students while not under the close supervision of their teacher.

Item 19 See note for item 18.

Item 21 Substitute other forms of higher education if "College or University" seems unrealistic for the children concerned.

Item 22 National Centers may find it possible to state this item more simply. The distinction required is that between students who will not work and students who can not work. It is suggested that this distinction will be made in the more authoritarian schools and will not be made in permissive schools.

Item 23 Another phrase implying high valuation of school can be substituted if desired.

Item 24 An alternative statement implying a preference for not attending school would be acceptable.

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
 IEA/M2 Manual for School Coordinators
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
 IEA/M2/Stage 3 Manual for School Coordinators
 IEA/M3/Stage 3 Manual for Test Administrators

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1: Type of Instrument

- E = Examination (student)
 Q = Questionnaire (student)
 T = Teacher questionnaire
 S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | S = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Attitude and Descriptive Scales

Data Bank Instrument Number 063A

IEA/M3/Stage 3

Pop II, p. 44

Pop IV, p. 42

Follow the directions on the first page of Section 3 as I read them aloud.

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.

Answers to questions in this section should be marked on Section H of your answer card. Are there any questions?

Booklets 41 and 53

Section 3: GENERAL ATTITUDE AND DESCRIPTIVE SCALES

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, blacken in the oval on your answer card that corresponds to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.

The items below are statements about the things you do and the things that happen in your school. Decide whether each one is generally true for you or for your school. If you agree with it, choose A; if you disagree, choose B.

1. The most enjoyable part of my life is the time I spend in school.
A. Agree
B. Disagree
2. Students in this school rarely express opinions which differ from the teacher's.
A. Agree
B. Disagree
3. I generally dislike my school work.
A. Agree
B. Disagree
4. We are not allowed to sit in our classrooms during break.
A. Agree
B. Disagree
5. The teachers often make you feel small.
A. Agree
B. Disagree
6. There are many school subjects I don't like.
A. Agree
B. Disagree
7. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.
A. Agree
B. Disagree

8. I want as much education as I can get.
- A. Agree
 - B. Disagree
9. The students decide for themselves where they will sit in the classroom.
- A. Agree
 - B. Disagree
10. I enjoy everything about school.
- A. Agree
 - B. Disagree
11. I find school challenging.
- A. Agree
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12. In our school good behaviour is more important than good grades.
- A. Agree
 - B. Disagree
13. School is not very enjoyable.
- A. Agree
 - B. Disagree
14. The teachers always seem to criticise our best ideas.
- A. Agree
 - B. Disagree
15. The only things I can look forward to in school are weekends and holidays.
- A. Agree
 - B. Disagree

16. Most teachers expect us to stand up when they come into the classroom.
- A. Agree
B. Disagree
17. We are allowed a free choice of some of the subjects we study.
- A. Agree
B. Disagree
18. Most of our teachers are very strict about homework.
- A. Agree
B. Disagree
19. The teachers do not usually punish a student who admits at the beginning of a lesson that he has not done his homework.
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B. Disagree
20. The only thing I like about going to school is the opportunity to meet my friends.
- A. Agree
B. Disagree
21. I hope eventually to study at a College or University.
- A. Agree
B. Disagree
22. There is a clear distinction made in our school between students who are lazy, and those who are less talented.
- A. Agree
B. Disagree
23. I agree with people who say, "School days are the happiest days."
- A. Agree
B. Disagree

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24. I would rather do more homework and spend less time at school.

- A. Agree
- B. Disagree

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Notes for interpretation and translation

Item 1 The intent of this question is to discover whether the child prefers that part of the day which he spends in school to the time he spends elsewhere.

Item 2 This item attempts to investigate the pressure for conformity of ideas.

Item 3 "Work" here means academic work.

Item 4 Some National Centers do not like this item in its present form, but they are asked to include it if possible. It attempts to measure the extent to which the informal periods spent by the children in school are governed by rules and regulations. National Centers may, of course, substitute an alternative which will measure the existence of these rules.

Item 5 "Small" may be translated as "unimportant" and "insignificant." This item probes the emotional authority structure of the school.

Item 7 The intention of this item is to examine the existence of formal rules and discipline before the beginning of the academic school day. National Centers may substitute other equivalent behaviours.

Item 8 National Centers may wish to reword this question. The idea to be included is that of obtaining as much educational experience as possible.

Item 11 If the word "challenging" is difficult to translate, then "exciting" and "stimulating" are possible alternatives.

Item 12 "Good grades" may be translated as "high marks," "examination passes," or the like.

Item 14 "Criticize" should be taken in its negative (that is, destructive) sense.

Item 15 Substitute other breaks in the school routine if applicable.

Item 16 In countries where this question seems inappropriate, another may be substituted. The intention is to discover whether any formal mark of respect is paid to the teacher at the beginning of a class session.

Item 17 In countries where no students have this choice, it is suggested that an alternative statement be included, such as the following: "The students can choose special projects to work on in some of our classes."

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Item 18 If homework is not applicable, use some other phrase denoting work done by the students while not under the close supervision of their teacher.

Item 19 See note for item 18.

Item 21 Substitute other forms of higher education if "College or University" seems unrealistic for the children concerned.

Item 22 National Centers may find it possible to state this item more simply. The distinction required is that between students who will not work and students who can not work. It is suggested that this distinction will be made in the more authoritarian schools and will not be made in permissive schools.

Item 23 Another phrase implying high valuation of school can be substituted if desired.

Item 24 An alternative statement implying a preference for not attending school would be acceptable.

QUESTIONNAIRESGENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item. It is left to National Centers to frame the statement for their own countries. Indeed, test administrators and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.
2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.
3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".
4. Some questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs \geq (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.
5. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.
6. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to IEA International.

7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.